

2016 Tennessee Educator Survey
Assessment and Standards Administrator Module

The Tennessee Consortium on Research, Evaluation, and Development and the Tennessee Department of Education are pleased to continue in partnership to present the Second Annual Tennessee Educator Survey¹. This survey examines a variety of areas including school culture, school leadership, instructional practices, and teacher and administrator evaluation.

The Survey consists of five core versions provided to each of the groups listed below.

1. Teachers
2. Building Administrators
3. Counselors
4. Instructional Coaches
5. Certified School-Level Support Staff

Teachers and administrators complete the appropriate core, and may be assigned several branching questions related to the specific nature of their position. Teacher and administrator branches include the following.

Teacher Branches

1. Early Career
2. High School
3. IPI School

Administrator Branches

1. IPI School

Teachers and administrators complete the appropriate core and a randomly assigned module. The Assessment and Standards Administrator Module follows this introduction. Teacher and administrator modules include the following.

Teacher Modules

1. Professional Learning
2. Assessment and Standards
3. Personalized Learning
4. Evaluation
5. Early Literacy
6. High School
7. IPI Teachers
8. Pre-Kindergarten

Administrator Branches

1. Professional Learning
2. Assessment & Standards
3. Personalized Learning
4. Evaluation

Survey participants generally are able to complete their portion of the survey in 15 – 25 minutes.



¹ Questions on the Tennessee Educator Survey were derived from a variety of sources including: the Tennessee First to the Top Survey; the Consortium on Chicago School Research (CCSR) surveys; the Schools and Staffing Survey (SASS), the Teaching, Empowering, Leading and Learning (TELL) survey; the What Makes Schools Work survey; and the Gates Measure to Learn and Improve surveys. Several items were also drafted by the Tennessee Department of Education. For more information on the source of individual questions, please contact the Tennessee Consortium on Research, Evaluation, and Development.

Tennessee Educator Survey: Administrator Survey Modules**Administrator Module A: Standards & Assessments**

1. Which types of assessments were used for each of the following purposes? (Mark each that applies.)

| | Statewide Standardized Exams | District and/or School- adopted Benchmark Assessments | Other General Assessments | Teacher Developed Assessments | Embedded Informal Assessments |
|------------------------------------------------------------------------------------|------------------------------------|----------------------------------------------------------------------|---------------------------------|-------------------------------------|-------------------------------------|
| a. Determine my students' knowledge at the start of the school year | a | b | c | d | e |
| b. Determine my students' knowledge before beginning instruction on a new standard | a | b | c | d | e |
| c. Identify topics requiring more or less emphasis in instruction | a | b | c | d | e |
| d. Set learning goals for individual students | a | b | c | d | e |
| e. Assign or reassign students to groups within my class | a | b | c | d | e |

| | | | | | |
|----------------------------------------------------------------|---|---|---|---|---|
| f. Identify individual students who need additional assistance | a | b | c | d | e |
|----------------------------------------------------------------|---|---|---|---|---|

2. Approximately how many hours during this school year (2015-2016) do you estimate your students spend on each of the following types of assessments?

| | None | 1 to 3 Hours | 4 to 7 Hours | 8 to 14 Hours | 15-25 Hours | More than 25 Hours |
|----------------------------------|------|--------------|--------------|---------------|-------------|--------------------|
| a. Statewide standardized exams | 1 | 2 | 3 | 4 | 5 | 6 |
| b. Benchmark assessments | 1 | 2 | 3 | 4 | 5 | 6 |
| c. Other general assessments | 1 | 2 | 3 | 4 | 5 | 6 |
| d. Teacher developed assessments | 1 | 2 | 3 | 4 | 5 | 6 |
| e. Embedded informal assessments | 1 | 2 | 3 | 4 | 5 | 6 |

3. Approximately how many hours during this school year (2015-2016) do you believe students should spend on each of the following types of assessments?

| | None | 1 to 3 Hours | 4 to 7 Hours | 8 to 14 Hours | 15-25 Hours | More than 25 Hours |
|----------------------------------|------|--------------|--------------|---------------|-------------|--------------------|
| f. Statewide standardized exams | 1 | 2 | 3 | 4 | 5 | 6 |
| g. Benchmark assessments | 1 | 2 | 3 | 4 | 5 | 6 |
| h. Other general assessments | 1 | 2 | 3 | 4 | 5 | 6 |
| i. Teacher developed assessments | 1 | 2 | 3 | 4 | 5 | 6 |
| j. Embedded informal assessments | 1 | 2 | 3 | 4 | 5 | 6 |

4. How much time do you believe the typical student spent this year preparing for state assessments (e.g. taking practice tests, learning test-taking strategies, reviewing sample questions)? (Select the most appropriate answer)

- a. Fewer than 5 class periods
- b. 5-10 class periods
- c. 10-20 class periods
- d. More than 20 class periods

5. Please indicate the extent of influence each of the following have in deciding how you prepare students for state assessments.

| | Little or no Influence | Some Influence | A Great Deal of Influence |
|------------------------------|------------------------------|-------------------|------------------------------|
| a. District superintendent | 1 | 2 | 3 |
| b. School principal | 1 | 2 | 3 |
| c. Department heads or teams | 1 | 2 | 3 |
| d. Individual Teachers | 1 | 2 | 3 |

6. Which of the following supports for implementing Tennessee State Standards do you find helpful?

| | Not Helpful | Somewhat Helpful | Helpful | Very Helpful |
|----------------------------------------------------------------------------------------------|----------------|---------------------|---------|-----------------|
| a. Curriculum resources aligned to the current Tennessee State Standards | 1 | 2 | 3 | 4 |
| b. Textbooks aligned to the Tennessee State Standards | 1 | 2 | 3 | 4 |
| c. Formative or diagnostic assessments aligned to the Tennessee State Standards | 1 | 2 | 3 | 4 |
| d. Digital tools (on-line textbooks, webinars, on-line communities, applications/apps, etc.) | 1 | 2 | 3 | 4 |
| e. Professional learning on the Tennessee State Standards | 1 | 2 | 3 | 4 |

7. Please indicate the extent to which you agree or disagree with the following statements regarding statewide standardized exams.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|-----------------------------------------------------------------------------------------------------------|----------------------|----------|-------|-------------------|
| a. My teachers' instructional practices align to TNReady expectations. | 1 | 2 | 3 | 4 |
| b. My teachers' curriculum aligns to TNReady expectations. | 1 | 2 | 3 | 4 |
| c. Significant test preparation for TNReady, separate from regular instruction, is not necessary. | 1 | 2 | 3 | 4 |
| d. I believe TNReady will effectively assess students' ability to read and comprehend complex literature. | 1 | 2 | 3 | 4 |
| e. I believe TNReady will effectively assess students' writing skills. | 1 | 2 | 3 | 4 |

| | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
| f. I believe TNReady will effectively assess reasoning through the use of challenging math problems. | 1 | 2 | 3 | 4 |
| g. I believe TNReady is a better assessment of students' postsecondary readiness than the former TCAP in math and English Language Arts. | 1 | 2 | 3 | 4 |

8. Please indicate the extent to which you agree or disagree with the following statements regarding statewide standardized exams.

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|------------------------------------------------------------------------------------------------------------|-------------------|----------|-------|----------------|
| a. Teachers have sufficient time to cover TNReady material prior to Part I testing. | 1 | 2 | 3 | 4 |
| b. Teachers have sufficient time to cover TNReady material prior to Part II testing. | 1 | 2 | 3 | 4 |
| c. The TNReady assessment blueprints met teacher needs in understanding what would be tested on each part. | 1 | 2 | 3 | 4 |